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Home follow-up for hypertension Patient & caregiver education

Community Health Nursing | Patient & caregiver education

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Fictional educational example. Individualize using verified patient findings, authorized treatment and current local protocols. No real patient record or observed outcome is claimed.

Patient profile and history

58-year-old woman attending community follow-up. Care stage: During a planned education session after immediate needs are addressed.

Medical history: Hypertension is established. Transport and refill costs have interrupted the prescribed regimen, creating a practical continuity-of-care problem. No known drug allergy is reported in this fictional interview; this does not replace medicine-by-medicine verification in real care.

Surgical history: No previous major operation is reported in this fictional interview. Confirm procedure details, complications and any relevant devices when applying the exercise.

Personal and family assessment: The patient wants to regain the usual level of independence. Review available support, daily activities, treatment access and preferred language rather than assuming these are the same for every person.

Scenario: The learner asks for a short plain-language explanation and a demonstration rather than a long list of instructions.

Clinical assessment

Subjective: Misses treatment when refills are difficult and wants a simpler routine.

Objective findings and required checks: Repeated blood pressure remains above the agreed target; access barriers are identified.

Physical examination and investigations: Review correct repeated measurements, medicine access, risk factors and prescribed renal/electrolyte monitoring.

Supply actual values, units, timing and trends during supervised application. Do not invent missing clinical data.

Clinical focus and pathophysiology

Home follow-up for hypertension: Persistent high arterial pressure increases long-term vascular risk; reliable follow-up supports control.

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Medical / surgical management

Coordinate primary-care review, shared lifestyle goals and affordable medicine access.

Illustrative drug and treatment study

Medicine / treatment	Purpose	Nursing checks
Prescribed antihypertensive	Control blood pressure in the agreed regimen	Monitor pressure, postural symptoms and drug-specific effects
refill reconciliation	Prevent unintended interruption	Verify the current prescription.

Treatment examples are not a prescription. Verify the authorized product, dose, route, timing, contraindications and current local product information.

Nursing process - ADPIE

Assessment

Misses treatment when refills are difficult and wants a simpler routine. Repeated blood pressure remains above the agreed target; access barriers are identified. The learner asks for a short plain-language explanation and a demonstration rather than a long list of instructions.

Nursing diagnosis

Prioritize difficulty sustaining the agreed treatment plan; reduced circulation to vulnerable tissues; coping resources strained by illness or social stress; learning needs about the condition and care plan. Validate each concern against assessment. For an actual problem, link the problem, contributing factors and observed cues; for a risk problem, document the risk factors without invented symptoms.

Planning

By the end of the planned teaching session: document a patient-specific baseline and measurable target. Agree short- and longer-term outcomes with the patient/caregiver; physiological safety takes priority over teaching and discharge tasks.

Implementation

Coordinate primary-care review, shared lifestyle goals and affordable medicine access. Assess understanding, demonstrate a condition-specific skill and verify learning using teach-back. Document care, prescribed treatment, consent and escalation.

Evaluation

Compare reassessment with each stated outcome. Mark met, partly met or not met using observed evidence, document the review time and revise the plan. This

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vignette provides no completed patient outcome.

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Nursing care plan

Nursing diagnoses use original clinical problem wording. They are not the licensed NANDA-I classification. Verify any formal label or code against your institution's licensed current edition; select actual or risk diagnoses only when supported by assessment.

Context task: Assess understanding, demonstrate a condition-specific skill and verify learning using teach-back.

Set individualized measurable targets and an exact review time. Select actual or risk statements only when supported by assessment.

Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
Ask: Ask about missed treatment, side effects, cost and beliefs without blame. Assess: Review the medication list, refill access and ability to follow instructions.	Difficulty sustaining the agreed treatment plan. Possible factors: treatment burden, access barriers or uncertainty. Validate against the patient's assessment.	Short-term: By the end of the planned teaching session: Identifies one practical barrier and agrees on a feasible solution. Longer-term: Before the clinically approved transition or agreed follow-up: Has an affordable treatment and follow-up plan verified with the team.	1. Explore the reason for difficulty before suggesting solutions. Rationale: Different barriers require different responses. 2. Reconcile medicines and involve pharmacy or community services when needed. Rationale: A simpler, accurate plan can reduce avoidable errors. 3. Agree reminders, support and follow-up using shared decision-making. Rationale: Plans are more sustainable when they fit the person's circumstances. 4. Coordinate primary-care review, shared lifestyle goals and affordable medicine access. Rationale: Persistent high arterial pressure increases long-term vascular risk; reliable follow-up supports control. The condition-specific plan addresses the underlying problem while response is monitored.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.
Ask: Ask about dizziness, chest discomfort, fatigue	Reduced circulation to vulnerable tissues. Possible	Short-term: By the end of the planned teaching session: Circulation and	1. Trend perfusion findings and escalate new chest pain, shock or altered consciousness immediately.	Record the baseline and reassessed

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Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
and cold extremities. Assess: Assess consciousness, pulse, blood pressure, capillary refill and urine trend.	factors: altered blood flow or cardiac function. Validate against the patient's assessment.	consciousness remain within the clinician-agreed targets. Longer-term: Before the clinically approved transition or agreed follow-up: Describes symptoms that require immediate review and the agreed follow-up plan.	Rationale: Poor circulation can rapidly threaten organ function. 2. Balance activity and rest and maintain the ordered monitoring schedule. Rationale: Reducing demand supports recovery while trends guide treatment. 3. Administer prescribed therapy and monitor effects and adverse reactions. Rationale: Response monitoring supports safe correction of the underlying problem.	finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.
Ask: Ask about stressors, strengths, support people and previous coping. Assess: Assess function, engagement and immediate safety needs.	Coping resources strained by illness or social stress. Possible factors: demands exceeding currently available support. Validate against the patient's assessment.	Short-term: By the end of the planned teaching session: Chooses one feasible coping action and identifies a support person or service. Longer-term: Before the clinically approved transition or agreed follow-up: Has a realistic follow-up and support plan agreed with the care team.	1. Assess strengths and barriers collaboratively. Rationale: An individualized plan builds on resources the person can actually use. 2. Practice a simple coping strategy and divide tasks into achievable steps. Rationale: Small successes support confidence and participation. 3. Coordinate social, psychological or community support as indicated. Rationale: Practical barriers can limit recovery even when clinical treatment is available.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.
Ask: Ask what the learner already knows and wants to understand. Assess: Use teach-back or demonstration to identify specific	Learning needs about the condition and care plan. Possible factors: new information, complex treatment or limited prior teaching.	Short-term: By the end of the planned teaching session: Explains the most important immediate action in their own words. Longer-term: Before the clinically	1. Assess language, literacy, hearing, vision and preferred learning method. Rationale: Accessible teaching improves understanding. 2. Teach a few condition-specific points using plain language and demonstration. Rationale: Focused information is easier to retain	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not

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Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
gaps.	Validate against the patient's assessment.	approved transition or agreed follow-up: Demonstrates the agreed care skills and names follow-up and warning signs.	and apply. 3. Use teach-back, correct misunderstandings and provide an accessible written plan. Rationale: Checking understanding supports safer self-management. 4. Teach home monitoring if appropriate, salt reduction, adherence strategies and scheduled review. Rationale: Condition-specific teaching connects the treatment plan to safe continuing care.	met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.

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Health education and continuing care

Teach home monitoring if appropriate, salt reduction, adherence strategies and scheduled review.

Transition only after clinical readiness is confirmed. Reconcile medicines, check access and caregiver support, and document who will review the patient and when.

Urgent warning signs

Chest pain, focal neurological symptoms, severe breathlessness or visual change needs urgent assessment.

Evaluation and conclusion

For each goal, document met, partly met or not met using observed evidence and the review time. Reassess and revise if progress is inadequate. Individual assessment, prioritized care and coordinated review guide this topic.

Quick Revision

- Persistent high arterial pressure increases long-term vascular risk; reliable follow-up supports control.

- Priority concerns: Difficulty sustaining the agreed treatment plan; Reduced circulation to vulnerable tissues; Coping resources strained by illness or social stress; Learning needs about the condition and care plan.

- Chest pain, focal neurological symptoms, severe breathlessness or visual change needs urgent assessment.

- Teach home monitoring if appropriate, salt reduction, adherence strategies and scheduled review.

Exam / viva: What should the learner demonstrate or explain before you consider the teaching effective?

References

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